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AUTHOR	Kennedy, Dora F.
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ABSTRACT

This teaching and resource unit on Mexican Americans is specifically designed for advanced Spanish students. Though it is presented mostly in English, it is to be implemented for the most part in Spanish, according to the methodology set forth in "A Curriculum Guide in Spanish (Levels III-V)." The main purpose of the unit is to increase student understanding of the needs of minority groups so that future voting citizens of the majority culture will be more disposed to change. The unit is divided into the following sections: (1) a statement on background and objectives; (2) a list of suggested books and other materials for use with the unit; (3) a discussion of methodology and content, emphasizing the process of student-centered teaching; (4) suggested types of unit tests, a sample test, and an attitudinal survey. Supplementary information for the unit consists of a Chicano glossary, a chronological outline of Mexican history, and a listing of members of the Chicano Press Association. Sources of information and materials on Mexican Americans are listed, and an annotated bibliography concludes the unit. (PP)

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APPENDIX

(Material added to this Guide after its orginal publication.)

A Curriculum Guide in Spanish (Levels III-V)

MEXICAN AMERICANS

A Teaching and Resource Unit

for

Upper Level Spanish Students,

to be executed in Spanish

or

in English for social studies classes,

or

classes in Hispanic Cultures

By: Dora F. Kennedy
Supervisor of Secondary
Education - Foreign
Languages

This unit was presented to Dr. E. James of the University of Maryland, as one of the projects for the course Language and Cultural Minorities. A copy may be found in the Curriculum Library, College of Education, University of Maryland, with Ethnic Studies materials.

N. B. It is expected that this unit will be modified and adapted according to the desires of the students and teacher implementing it. Suggested duration: about four or five weeks. SEE ATTITUDINAL SURVEY PAGE 285.

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INTRODUCTORY REMARKS

This teaching and resource unit on Mexican Americans is specifically designed for advanced level Spanish students, in the Prince George's County Schools. Though it is presented mostly in English, it is to be implemented practically entirely in Spanish when employed with students at the fourth or fifth level of the language. (In Prince George's County students at these levels have studied Spanish from four to six years.) A copy of this unit was reviewed by a number of teachers and students.

The methodological approach in upper level foreign language classes in this school system is that of socio-cultural/literary units which are student-centered. All source materials available are used, regardless of the language medium of the materials. However, for purposes of reporting to the class, whether oral or written, the material must be rendered into the language of the class, in this case Spanish. Thus we are not circumscribed by the limited availability of sociological source material in the foreign language. Too, at this level, students should have no problem concerning "switching" from one language to another, in the manner of interpreters, since they have achieved a certain degree of functional bilingualism.

Students in levels IV/V are eleventh or twelfth graders. If implemented in English this unit might be used with lower level Spanish students or in eighth or ninth grade social studies. (with the exception of the Spanish literary readings, although these could be read by younger students if translations are used.)

The ethnic composition of most Spanish IV/V classes that would be implementing this unit is white, black, and a few Spanish-speaking students, although most of the latter would tend to be other than Mexican American.

The number of Mexican Americans in the Washington area is quite small. Most of the Spanish speaking population here is Puerto Rican, Cuban, and South American.

It is the intent of the upper level Spanish curriculum to include the study of the Spanish-speaking peoples of the United States. This study is distinct from the cultural study of the different countries of South America, or Spain, which is also an objective of the Spanish program.

Methodology -

This unit is to be implemented according to the methodology set forth on pages 17-23 of this Guide under "Classroom Organization for Work."

TEACHER SHOULD READ THIS UNIT FROM BEGINNING TO END BEFORE IMPLEMENTING IT.

The following teachers and students have reviewed this unit and have offered constructive criticism. Their suggestions have been followed. Special mention is due to Mrs. Sylvia Bernstein who conducted an in-depth study of Mexican Americans during the summer of 1971. Her contributions have been added to this unit. Also see Addendum for references contributed by Mrs. Bernstein, not included in the original bibliography.

Reviewed by Spanish teachers:

Angelo Carrero - Potomac Senior High School
Millie Carrero - Bowie Senior High School
Rosemary Felix - Friendly Senior High School
Linda Mucy - Oxon Hill Senior High School
Fern Weiland and Level IV/V students - Laurel Senior High School

Chicano Roots (Raíces)
(For Understandings beyond Statistics)

.....Nuestra historia está llena de frases y episodios que revelan la indiferencia de nuestros héroes ante el dolor o el peligro. Desde niños nos enseñan a sufrir con dignidad las derrotas ...
Y si no todos somos estoicos e impasibles - como Juárez y Cuauhtémoc - al menos procuramos ser resignados, pacientes y sufridos. La resignación es una de nuestras virtudes populares...

Octavio Paz, El Laberinto de la Soledad, página 28.
(escritor mexicano)

* * * *

I am Joaquín
in a country that has wiped out
all my history,
stifled all my pride.

Here I stand
Poor in money
Arrogant with pride.

My knees are caked with mud.
My hands callused from the hoe.
I have made the Anglo rich.

Rodolfo "Corky" Gonzales,
Poet of Chicano Youth
Steiner: La Raza, page 387

.....what, one asks, is so compelling about these people? The answer, perhaps, is in their history - a heady mixture, heavily spiced with myth and spiked with derring - do. ...A high degree of national pride prevails. They are a people who speak of their 1910 Revolution as if it happened the day before yesterday, though never forgetting the mysteries of their origin. A farmer plowing a field uncovers an ancient mask or a pottery figurine. New excavations continue... What must a people feel as their hands begin to expose the broken links of their own civilizations?

Mexico: A Country for all Reasons "An uncommonly gifted land"
Editors: Venture Magazine, Dec./Jan. 1967, page 13

. . . . "Conference" is a poor word to describe those five days. It was in reality a fiesta: days of celebrating what sings in the blood of a people who, taught to believe they are ugly, discover the true beauty in their souls... Coca-cola, Doris Day, Breck Shampoo, the Playboy Bunny, the Arrow shirt man, the Marlboro heroes, are lies. "We are beautiful" - this affirmation grew into a Grito, a roar, among the people gathered in the auditorium...

Maria Varela, in El Grito del norte, writing on the Chicano Youth Liberation Conference, Palm Sunday, 1969. Quoted in Steiner, La Raza, page 389.

* * * *

. . . . In the final analysis, the crucial difference between the melting pot and cultural democracy philosophies of education comes down to this: The melting pot philosophy emphasizes that the child must change to fit the educational system; the cultural democracy philosophy, in turn, states that the institution must change to fit the child. . . . He should be given the opportunity to select the best from both cultures... the Mexican American of the future is cultural democracy in action...

Professor Manuel Ramirez III, University of California, Riverside. Quoted in The National Elementary Principal, Nov. 1970, page 44.

* * * *

. . . . Bronze is beautiful - - - Chicanos are weary, they say, of teachers who can't communicate, books in a strange language about blond, blue - eyed strangers named Dick and Jane. . .

Steiner: La Raza, page 219.

* * * *

. . . . On the west side of San Antonio are three elementary schools within walking distance of each other. Their names Sojourner Truth, Hidalgo, and Will Rogers - accurately reflect the ethnic composition of their student bodies... Helen Rowan, The Mexican American, 1968, quoted in Integrated Education, November/December 1969, page 19.

. . . . There is no fence between the U. S. and Canada . . .

Cesar Chavez, on the Texas
Border Patrol

Note: Students might choose to discuss or investigate further the implications of the quotations presented above. They could be the basis of panel discussions, individual reports, oral or written. In studying Mexican Americans the class might adopt a theme based on the thread of ideas running through these excerpts.

PURPOSE AND OBJECTIVES

I. Background

This unit concerns those people of Spanish and Indian descent who live mostly in Arizona, New Mexico, Texas, California, and Colorado, and whose forebears came for the most part from Mexico. Hence, they are called Mexican Americans, and, preferably by some of their youth, Chicanos. There are Chicanos living in many of our large cities in the Middle West also, such as Chicago and Kansas City. There are relatively fewer living in the East. At present 85% of Chicanos were born in the United States. The other 15% have come directly from Mexico. There are over 6,000,000 Chicanos; they are the second largest minority in the United States, and the largest of the Spanish-speaking minorities.

The cultural and political history of our Southwest is closely intertwined with that of Mexico since it was part of that nation before it became part of the United States through conquest. The region was settled by the Spanish and their descendents long before the English speaking people came to the area.

The conquest of Mexico by the United States has left great psychological "scars," and the feeling among Mexican Americans that they are treated like a conquered people in their own land.

In the late 20th and in the 21st centuries this chasm between Anglo and Hispano must somehow be bridged. This bridge must be a two-way affair in which the majority culture is educated to understand and appreciate the nature and contributions of this people, and the Mexican American acquires the skills and tools to function in the majority culture without, however, losing his own cultural identity. It becomes obvious that the larger responsibility in this matter lies with the majority culture, because only the latter can open both of these doors.

Hence, in involving high school students in this unit, all the more so if they are students of Spanish, the objectives, cannot be confined to intellectural mastery of data pertaining to the Chicano, past and present. Since this unit is intended for students in the East, mostly middle class suburban youngsters, an over-riding purpose must be to:

> increase the understanding of needs of minority groups so that future voting citizens of the majority culture will be more disposed to change, and to finance change.

The purpose stated above may be considered a long-range outcome, together with the development of the concept that, just as with the Black, what happens to the Chicano, affects the entire nation.

II. Objectives

In light of the preceding statements the following are suggested aims:

A. Student aims:

1. to become informed about the way of life, history and aspirations of Mexican Americans and their contributions to the United States

2. to get to know Mexico better, as the cultural font of the Chicano movement

3. to use the acquired skill in Spanish to learn content

4. others as expressed by students in their planning

B. Teacher aims:*

1. to help students become knowledgeable about the history, culture and present aspirations of Mexican Americans and our Southwest

2. to help students develop cultural insights about minorities in this country, and specifically to be able to analyze more intelligently the increasing Chicano militancy

3. to have students learn about Mexican history and culture, and how they relate to today's Mexican Americans

4. For upper level students of Spanish:

   to provide opportunity to refine further the language skill through meaningful content, including experience in reading selections from Mexican and Chicano literature, and discussion of all material in Spanish

*See ATTITUDINAL SURVEY provided in this unit on page 285 . This survey should be administered before beginning study of this unit, and readministered afterwards.

SUGGESTED
BOOKS AND OTHER MATERIALS FOR USE IN IMPLEMENTATION OF THIS UNIT

(Additional materials are listed in the Bibliography. Students and teachers may consult their school librarian or the public library for assistance in obtaining some of these additional materials. Also, a number of items may be obtained free of charge. In addition to Bibliography please consult Sources of Materials and Information on Mexican Americans, page 307 of the unit.)

List of materials supplied for each school follows. See Bibliography for details of publication.

La Raza - Forgotten Americans, Julian Samora, editor.

La Raza - The Mexican Americans, Stan Steiner.
(BECAUSE OF THE USE OF TERMS WHICH MAY OFFEND IN A FEW PLACES THE TEACHER IS ADVISED TO EXERCISE JUDGEMENT IN HAVING THE STUDENTS USE THIS TEXT. IT IS A GOOD SOURCE FOR THE TEACHER. THE TEACHER COULD EXCERPT INTERESTING MATERIAL.)

National Elementary Principal, November, 1970.

NEA: Listen to Me (Escuchen) - Report of 9th Annual NEA Conference of Committee on Human Relations

Newsletter of the Cabinet Committee on the Spanish Speaking - monthly.

North from Mexico, McWilliams.

South by Southwest, Tebbel & Ruiz.

Stranger in One's Land, U. S. Commission on Civil Rights.

The Forgotten American, Hernández.

The Mexican Americans of South Texas, William Madsen.

The Mexican War, Singletary.

We the Mexican Americans (Nosotros los México Americanos), U. S. Dept. of Commerce.

Fiction: Viva Chicano, Bonham; Chicano, Vasquez (See Bibliography)

Biography: Mexican Americans, Jacqueline Bernard; La Causa - Cesar Chavez & the Migrant Cause, José Navarro; Corky Gonzáles, Spokesman for the Poor, Fannie Lou Hamer. See Bibliography

In Spanish:

El Laberinto de la Soledad, Paz

La América Latina de Ayer y de Hoy, Hilton

México, Sus Civilizaciones y Culturas, Leal; Houghton Mifflin, 1955

Siglo Veinte, Leal & Silverman

Periodicals:

El Grito, Chicano periodical in Chicano language - Spanish - English. Example of modifications of Spanish used by the Chicano. SOME SELECTIONS NOT SUITABLE FOR HIGH SCHOOL. FOR TEACHERS ONLY.

Newsweek, June 29, 1970: "Tío taco is Dead"

Novedades, Sunday edition, Mexico City Newspaper - all Spanish.

Tiempo Hispano, like Time Magazine, publ. in Mexico - all Spanish.

Nuestras Palabras - Active Mexican Development Center
6310 Empire Way South
Seattle, Washington 98118
(Monthly Newspaper)

SPECIAL MATERIAL:

I am Joaquín - Chicano Epic Poem - Rodolfo "Corky" Gonzáles (See Bibliography) (Bilingual text)

Filmstrip Set:

Filmstrip

(1) El Mundo Hispánico,
Set No. 2: Mexico - accompanied by taped narrative, both Spanish and English (on reverse side) Holt, Rinehart, Winston

(2) Un Viaje por México
Set of 10 filmstrips (In all secondary schools of Prince George's County)

Rental:

Educational Systems Corporation;
1211 Connecticut Avenue, N. W.
Washington, D. C. 20036 - Phone # 332-5292

Films

Color film: Mexico 12, 000 Years of History - 23 min.
Color film: Mexican Americans - 40 min.
Available only by special request.

or

Filmstrips

Filmstrips (2, plus disc), with same material as films above.

Filmstrips

Warren Schloat Productions
Pleasantville, New York 10570

a. Set No. 2: Mexican Americans,
Filmstrip #12, with disc
(Begins with historical - conquistadors - before discussing Mexican Americans of today - teacher must motivate.)

b. Basta (Enough)
#318 of Series Out of the Mainstream

Film

Felipa - North of the Border
Color: Rental - $20.00
Sale - $210.00
Learning Corporation of America
(Columbia Pictures Industries)
711 Fifth Avenue
New York, New York 10022
Available - Materials Center Board of Education
Bladensburg, Maryland
(Purchase will depend on funding.)

Film

Chicano - 22 min. color
Bailey Educational Media
2211 Michigan Avenue
Santa Monica, Cal. 90404
Code #10-984
Rental $25.00

NOTE: The illustrated book - Catorce Personas Lindas (Fourteen Beautiful Persons) - Biographies of contemporary Mexican Americans - may be available for sale from Ed. Systems Corp. (See above.)

Pre-defined Terms

Anglo: All Caucasians who are no longer identified with their respective ethnic groups. (Manuel Ramirez III in National Elementary Principal, Nov. 1970, p. 45)

barrio: Neighborhood; urban villages of the Spanish speaking. It is not looked upon by them as a ghetto.

braceros: Mexican laborers contracted for work in the fields, under an agreement between U.S. and Mexico, in 1942. Because of the unfavorable working conditions that this Law perpetuated, because it eliminated competition for workers since they were brought over from Mexico by the hundreds, thus keeping wages down, the Law was finally allowed to expire in the beginning of 1965. (Origin of term: Brazo, meaning arm, the symbolism being the extension of a helping arm across the border, as Mexico helped the U.S. during a labor shortage.)

wetbacks: Persons who crossed the Rio Grande illegally to work in the U.S. (between 1945-1955). (Origin of term: some swam across the river.)

Chicano: Term used by Mexican Americans (especially youth) to refer to themselves. Origin not clear, one theory states that it is derived from Mexicano, that is, the manner in which this word was pronounced by the Indians of Mexico: "Meh-chee-cano" - (Newsweek, June 29, 1970).

Hispano: Term usually preferred by the Spanish-speaking people of new Mexico. Many of these are not directly related to Mexicans, but are descended from the original settlers from Spain, and the local Indians. The variety of Spanish spoken shows differences from that of California or Texas.

Latino: Term preferred by some Mexican Americans in lieu of "Mexican" since the latter is sometimes used in a derogatory manner by the majority culture.

La Raza
(The Race): The all-encompassing ethnic rallying term for the movement by Mexican Americans for greater self-identity and national recognition. It is the Spanish expression of "brown power," or "soul." ("La Raza" has its origins in the concept that all Latin Americans are united by cultural and spiritual bonds - the common destiny of all souls. Note - Columbus Day in the Hispanic World is known as "El Día de la Raza.")

machismo: A term encompassing all the manly virtues of strength and courage. Males are supposed to be "muy macho," a highly prevalent cultural phenomenon in Mexico.

mestizo: A person of mixed Spanish and Indian ancestry. They were originally offspring of unions between the Spaniards born in Mexico and Mexican Indians. The majority of Mexican Americans are mestizos. They tend to emphasize Indian side of their heritage, particularly the Aztec, etc., though clinging strongly to the Spanish language.

Mexican
Americans: The largest of the Spanish speaking minorities in the U.S., numbering about 6,000,000 living mostly in the five-state area of the Southwest: California, Texas, New Mexico, Arizona, and Colorado, most of which was part of Mexico before 1848. Many also live in Mid-western states. The Mexican Americans prefer not to hyphenate this term when writing it, the implication being that they do not wish to be completely assimilated, and really cannot be in the same manner as the Poles, the Irish, etc., because the U.S. and Mexico share an 1800 mile open border, and the flow back and forth will always keep alive the indigenous Mexican-Indian culture in the Southwest. The Mexican American cannot eliminate his background because it will always be present so long as Mexico is there. He is not separated from his cultural roots by an immense ocean. Furthermore he is in a land whose characteristics his ancestors helped to mold, more so than the Anglo who is really the cultural stranger in the Southwest. Hence, he wishes to move within the mainstream of American society, without losing his cultural identity, but actually enriching that society. A few advocate total separatism, however.

Activist Mexican Americans prefer to be called Chicanos. Previously Mexican Americans were referred to in some circles as the invisible minority, or the sleeping giant.

Another term appearing in the literature is "Normexicano."

Pachucos: The oldest and best known barrio gang of young Chicanos, formed in 1942 in Los Angeles. They wore costumes known as "Zoot-suits." Their aim was to defend the barrios against attack by those they regarded as enemies. Pachuquismo refers to their manner of dress and style, and their brand of activism. (zoot-suit defined as follows in Webster's Unabridged, Second Edition, page cxxxii, in the Addenda: A flashy suit made up of knee-length coat with broad, square, padded shoulders, form-fitted waist, leg-o'-mutton sleeves and diagonal slash pockets, and peg top trousers reaching to the armpits, ballooning at the knee, and tapering to narrow cuffs.) (origin obscure)

tío taco, (uncle taco/ Uncle Tom); tío tomás: Term of opprobrium referring to the Mexican American who has "knuckled" under to the Anglo idea that he wipe out his own cultural heritage and try to become a "tanned Anglo," "keeping his place" in the Anglo world.

Tex-Mex, Caló, Pocho: Varieties of Spanish spoken in various parts of the Southwest.

agringado, inglesado: Having completely acquired Anglo life style.

METHOD AND CONTENT

I. Teacher-Student Planning

There follows on the next page a graphic representation of the process of student-centered teaching. See pages 17-23 of this Guide for Suggestions for Organization for Work.

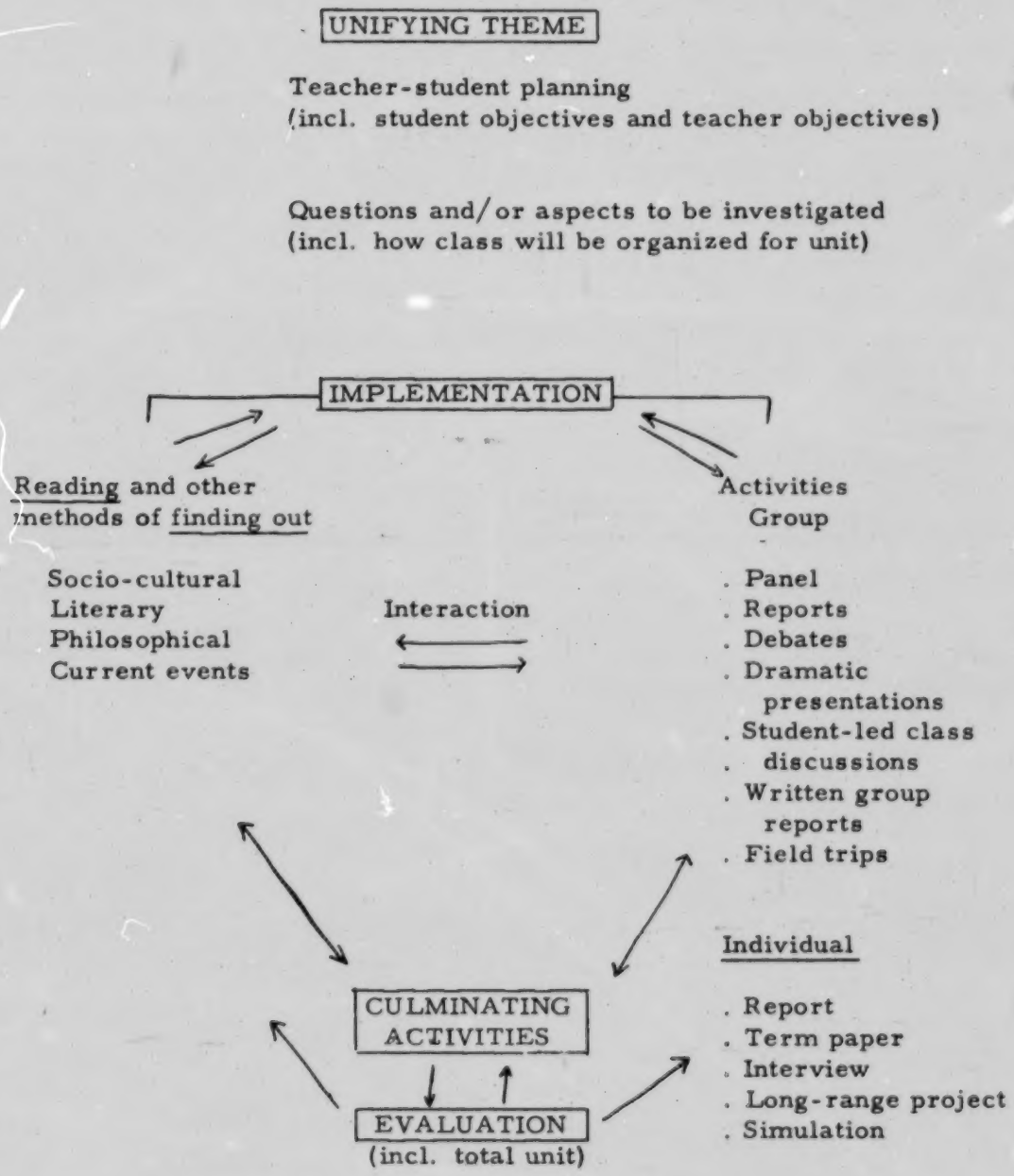
Although it has been stated that upper level Spanish students would implement this unit in Spanish, the planning session might be carried out in English if the students feel that they would be less inhibited in their contribution of ideas. Afterwards, the material can be re-expressed in Spanish.

The teacher should not present a condemning attitude concerning errors made in Spanish when individuals are "speaking freely" during informal discussions. On the contrary, the teacher should emphasize his positive desire to help them improve, without a negative reaction. It should be understood that frequently repeated errors may warrant specific grammar lessons from time to time, since level V is considered to be past the point of sequential grammar instruction.

The graphic representation follows.

TEACHING BY STUDENT-CENTERED UNITS
(repeated from page 15 of Guide)

Schema



I. Teacher-Student Planning - cont'd.

The teacher and class have several planning sessions in which they discuss and formulate objectives, and in which they discuss the kinds of questions they wish to investigate about Mexican Americans.

Below are points pertinent to the problems presented by this topic. They may help the group get started. It should be emphasized that each class, with its own teacher, develops its own plan, and that these preliminary discussions may be in either Spanish or English.

The possible topics for investigation are grouped by area of emphasis below. IN PRACTICE, SUGGESTIONS WOULD NOT NECESSARILY ARISE IN NEATLY "PACKAGED" FORM; RATHER THE CLASS AND TEACHER WOULD GROUP TOGETHER RELATED TOPICS, WHICH WOULD THEN FORM THE BASIS FOR INVESTIGATIONS. BEGINNING WITH THE CONTEMPORARY IS MORE MOTIVATIONAL THAN BEGINNING WITH THE PAST.

II. Areas of Emphasis

Aspect A: Present Conditions and Aspirations

- who the Chicanos are and the extent of the Chicano population
- where they live, their life style, customs and taboos
- reasons for increasing political activism (Chicano power)
- nature of their linguistic "problem" - attitude toward the Spanish language in Southwest
- emerging leaders and martyrs
- rallying causes (e.g., grape and lettuce boycott; pressure for bilingual- bicultural schooling for their children)
- meaning of "the barrio" - its sociological implications
- rejection of "Tío Taco" or "Tío Tomás" or "tanned Anglo" concept of the "Invisible Minority"

II. Areas of Emphasis - cont'd.

- the view of Mexico (Aztec heritage, not from Spain) as the roots from which they sprang
- the old and still evolving Chicano variety of Spanish, its anti-establishment qualities, e.g., "con safos" - Chicano equivalent of "Right on"; Pachuquismo; tex-mex; Caló; Pocho
- the implications of "gringo"; "Anglo"; machismo - the term "gringo" may have originated from the green uniform of American soldiers during Mexico American War - "green go"
- racial and cultural discrimination in the Southwest
- the religious life of the Chicano - both Catholic and emerging Protestant; increasing Protestant membership and reasons (Samora, pp. 27-45)
- difference between melting pot concept and that of cultural pluralism
- growing number of regional national Mexican American politically oriented organizations:

  GI Forum (oldest)

  Brown Berets

  Mayo - Mexican American Youth Organization

  UMAS - United Mexican American Students

  MECHA (fuse or match - Mcvimiento Estudiantil de Chicanos de Aztlan - mythical land of origin of the Aztecs)

  Congress of Mexican American Unity

  Task Force de la Raza, et al. (See Bibliography of this unit - Directory of Spanish Speaking Organizations)

- the federal government's role - Civil Rights; Anti-poverty programs; Bilingual Education Act of 1967

II. Areas of Emphasis - cont'd.

- the significance of Mexican American, written without a hyphen
- "Ethnic Studies" in high school and college
- the migrant workers and California Farm Workers struggle for unionization
- the abject poverty of millions of Chicanos - and the emerging middle class
- the large numbers of high school dropouts among Mexican Americans - the fact that their school achievement is four years below the North American Anglo, and two years below other minorities - causes and reforms
- health needs
- the meaning of: La Raza, la Huelga, la Causa
- activist groups, such as the Brown Berets; Pachucos; Tijerina movement claiming millions of acres of original Spanish land grants, now owned by Anglos; "La Crusada para la justicia" - "Corky" Gonzales - Denver
- why and how Chicanos' problems are not the same as those of Puerto Ricans and Cubans, or European immigrants
- happenings in Los Angeles and Denver, two of the largest Chicano urban centers (25% of the population of L. A. is Mexican American)
- emerging Chicano literature and theatre (printed in such magazines as El Grito, El Espejo; dramas produced in El Teatro Campesiono in Delano, California; Teatro Chicano, Los Angeles; Teatro Azteca, Fresno; El Teatro Rebelde, San Joaquin Valley, Visalia, Cal.; Teatro Urbano, San José College. The social significance of such plays as the Shrunken Head of Pancho Villa (Steiner, page 225), and The Dialogue of Cuco Rocha, (El Grito, Summer 1970, pp. 37-45); and Chicano poetry.

Demands of the Chicano movement:
(El Movimiento Chicano)

→ An end to attempts to stamp out the Spanish language in the schools their youngsters attend. Stop punishing children for speaking Spanish.

→ A recognition of this language as a legitimate means of communication - developing this language in their children along with the learning of English (thus, children whose mother tongue is Spanish should be taught to read first in Spanish, later in English).

→ Community control of the school.

→ Higher pay and better working conditions - a slice of the economic pie - housing and land reforms.

→ Greater education opportunities, including college scholarships in order to help them enter the professions.

→ An end to school discrimination and mistreatment by police and other authorities.

→ Greater participation at all levels of government, including Congress.

→ Understanding and appreciation of the idea of cultural pluralism on the part of the majority culture, specifically becoming better acquainted with the cultures of the Spanish - speaking so that there can be a two-way relationship. One of the basic means for achieving this state of affairs is the inclusion in school curricula of the contributions of Mexican Americans in our national development, including the study of Mexico.

→ The fundamental cause of the Movement (El Movimiento) is the fact that: In an area discovered and colonized by their forefathers they are discriminated against and relegated to the lowest social and economic position; especially because of the Mexican-American War they are and have been treated like a conquered people.

II. Areas of Emphasis - cont'd.

Aspect B: Historical Perspectives

"Chicano Roots"

Sources: South by Southwest; La Raza (Samora); La Raza, Steiner; Siglo Veinte; La América Latina de Ayer y de Hoy; Mexico, Sus Civ. y Culturas.

. The Mexican Indians - oldest written history in the New World

. Impact of Spain on New World and vice versa

. Toltecs, Olmecs, Mayas and Aztecs (South by Southwest, Ruiz, pp. 25-35; Mex. Civ. y Culturas, pp. 14-22; Siglo Veinte, pp. 82-85)

. "The Conquest" - La Conquista - "In all of Mexico there is not one statue of Cortez"

. The fusion of the highly developed Mexican Indian cultures with that of the conquerors (Unlike English settlers in North America, the Spaniards were encouraged to intermarry with the native population - the Spanish explorers were not accompanied by their families - they were accompanied by priests who were to convert the natives and baptize them as Christians.)

Social stratification or class in Mexican society (overtones of this prevalent in our present Southwest)

Order of Status: Peninsulares - born in Spain - had come to New World as government, religious or military leaders

Criollos - replaced the above group after Mexican independence from Spain - Mexican-born people of Spanish parents referred to as "la gente bien," "los que mandan" (those who command)

Mestizos - mixed Indian and Spanish - now known as La Raza - they were the majority group.

Indios - el indígeno - the lowest class - the indígenous group

The Zambo - mixture of Negro and Indian - had totally vanished by the 19th century

II. Areas of Emphasis - cont'd.

Aspect B: Historical Perspectives - cont'd.

- Exploration and colonization north of the Rio Grande - 16th Century - before Jamestown and Plymouth Rock Settlements in California, Texas, New Mexico - mostly rural, agriculture and mining
- Mexico's successful struggle for independence from Spain (1810-1820) - Padres Hidalgo and Morelos; Benito Juarez and the decades of civil strife
- Mexican government encouraged Anglos to settle in its territories north of the Rio Grande
- The help Mexicans gave Anglos in coping with the new environment - irrigation of land, using the horse, the lariat, the western saddle; food production, architecture
- Developing tensions between American and Mexican governments, as more Anglos came - especially to Texas
- Mexico struggling to establish its republic while, trying to deal with Americans migrating into its northern territories
- Formation of Texas Republic followed by statehood (1844, 1845) regarded by Mexico as a hostile act
- War between U.S. and Mexico (1846-1848) (See Singletary - The Mexican War - Bibliography)
- Loss of all land north of the Rio Grande to U.S. - present states of Utah, Nevada, New Mexico, California, Colorado, New Mexico, Arizona, Texas
- The majority of Mexicans elected to remain in the territory under U.S. jurisdiction
- American economic practices, such as banking, different system of taxation, loss of titles to land grants by Mexicans relegated Mexican American to inferior position
- Expansion of western mining, agriculture, livestock increased need for labor, causing greater influx of Mexicans and Orientals.

II. Areas of Emphasis - cont'd.

Aspect B: Historical Perspectives - cont'd.

. Usual assimilation process did not take place because of constant movement across open border with Mexico

. Three large waves of immigration:

1910-1920 - Because of Mexican Revolution - refugees - who fully planned to return to Mexico - hence, they tried to preserve their cultural heritage

World War I - Manpower shortages drew thousands of Mexican laborers, thus began great agricultural empires based on Chicano labor.

1940 to present - Agricultural labor - main attraction

. Concept: Because of large migrations into the Southwest from Mexico there is a continuous reinforcement of Mexican culture in the U.S.; hence, the continuing separate ethnic identity of the Chicano

. The Mexican Revolution (1910-1920) - how and why the Chicano movement identifies with it: Chicano heroes: Emiliano Zapata; Francisco (Pancho) Villa; Lázaro Cárdenas, (See "La Cucaracha" and "El Secretario de Santa Anna," in Panorama de las Américas, Holt, Rinehart, Winston. Tape recording of legends found in most senior highs.)

. The hero Beniot Juarez

. The need to preserve the Mexican - American heritage and to foster in the Anglo appreciation of Mexico's 6,000 year contribution to North America

II. Areas of Emphasis - cont'd.

Aspect C: Literature of Mexico, Relating to the Revolution and to the Indian Past

(To be read in Spanish by upper level students)

The following readings from Siglo Veinte:

P. 106 - Guzmán: "La Muerte de David Berlanga", excerpt from El Aguila y la Serpiente, concerning leaders in the Revolution (The Eagle and the Serpent)

P. 110 - Azuela: "La toma de un pueblo", excerpt from Los de Abajo, the daily, bloody experiences during the Revolution (The Underdogs)

P. 115 - Zea: "El Indio", excerpt from La Filosofía como Compromiso, the message that the Mexico Revolution arose from the indigneous masses; was not imposed from above (Philosophy as Compromise)

P. 124 - Vasconcelos: "El Burro", part of Breve Historia de México (Brief History of Mexico)

P. 153 - Rulfo: "Nos han dado la tierra", excerpt from El Llano en llamas, concerning land given to land-hungry peasants - a disappointment because it turned out to be dry, dusty plain with no sign of water, and almost unarable land. (The Plain in Flames)

Cultural Readings in Spanish: MEXICO, Civ. y Culturas:

P. 10-22: La Herencia (The Indian Civilizations - The Heritage)

P. 23-34: La Conquista y la Nueva España (The Conquest and New Spain)

P. 55-68: Independencia

P. 81-89: La Revolución

P. 104-115: Las Letras Modernas, y La Novela de la Revolución Modern Letters, & the Novel of the Revolution

P. 119-125: El Renacimiento Artístico (The Artistic Renaissance)

La América Latina de Ayer y de Hoy - pages: 249-259

II. Areas of Emphasis - cont'd.

Aspect C: Literature of Mexico, - cont'd.

Two Novels of the Revolution can be read in their entirely by individual students who so wish:

Los de Abajo - Azuela
El Águila y la Serpiente - Guzmán

Available from:

Larousse and Co.
572 Fifth Avenue
New York, New York

CHICANO LITERATURE

→ Although much of current Chicano literature may not be suitable for high school, the teacher should examine the publications:
El Espejo and El Grito
(See Bibliography)

→ Selections usually given bilingually - entire text first presented in Spanish, followed by English, or vice versa. Teacher may reproduce suitable selection for the class or a small group by means of Thermofax ditto.

→ The poem: I am Joaquín by Rodolfo Gonzáles - the "Poet of the Boxing Ring" - provide a copy for each student. (Bilingual text)

→ Tierra Amarilla - Cuentos de Nuevo Mex. by Sabine Ulibarri. Univer. of New Mexico Press - Albuquerque, 1971. (Bilingual Text)

→ Octavio Paz - Mexican writer with special appeal to the Chicano movement

Readings from the work with which Chicanos identify:

El Laberinto de la Soledad
(The Labyrinth of Solitude)

→ (Non-Spanish students can read this work in translation: See Bibliography)

II. Areas of Emphasis - cont'd.

Chicano Literature - cont'd.

Selected reading in this work by Spanish students of upper levels:

1. "El Pachuco y Otros Extremos" - "The Pachuco and other Extremes" (The Los Angeles "zoot-suiter")

2. "Máscaras Mexicanas" - "Mexican Masks" (Mexican character, manners and mores)

3. "Todos Santos, Día de Muertos" - "All Saints' Day; All Souls' Day" (The abandon with which the Mexican gives himself to the Fiesta. Also: The development of the notion that death has no meaning for individuals in this age, not modern Mexicans either, not like Aztec or Christian death.)

4. "Los Hijos de la Malinche" - "Children of la Malinche" (The beautiful Aztec maiden who served as interpreter for Cortez. The Spaniards named her Doña Marina.)

5. "Conquista y Colonia" - "Conquest and Colony" (In spite of the conquest and the veneer of occidental civilization, ancient Aztec "soul" exists very much in the culture of Mexico.

6. De la Independencia a la Revolución
(From Independence to Revolution)

7. Nuestros Días
(Our own day)

8. La Dialéctica de la Soledad
(Solitude Dialectic)

→ Bruno Traven: El tesoro de la Sierra Madre, (The Treasure of the Sierra Madre)
Available in Spanish and English
A Mexican work admired by Chicanos (See Bibliography)

III. Organization and Activities

Using the schema on p. 261 and the "Organization for Work", page 17-23 of this Guide, students and teacher can organize themselves in a variety of ways to implement the unit.

The following are possible approaches. (Duration of unit: four to five weeks.)

A. Begin with Aspect A: "Present Conditions and Aspirations." After a week and a half to two weeks the class can organize itself around Aspect B: "Historical Perspectives," followed by culminating activities involving both. Aspect C can be concurrent with A & B.

B. Teacher and students group into categories the points to be investigated, by similarity or relatedness. (If points originally stated in English, they should now be stated in Spanish - if upper level class.)

C. Students form groups according to which category they are investigating; some individuals work alone if they prefer.

using oral Spanish skills

D. Schedule for oral reporting to one another, discussions - student-led and teacher-led, panels, debates, etc., cooperatively set up. Class time used for both group work and oral reports, and other oral activities, as students share information.

using writing skills in Spanish

E. Schedule for submitting written reports and written materials also cooperatively set up. Different types of written materials should be submitted by students: short papers, summaries, book reports, a group illustrated booklet, etc.

F. Teacher should have gathered, in the pre-planning stage, the main source materials to be used in class, should have alerted the school librarian and Media Center for possible materials, should have made arrangements with the local public library to borrow pertinent books, films, etc., for a period of several weeks, and should have prepared a reference and reading list for the class.

III. Organization and Activities - cont'd.

G. Reading

In addition to the diversified reading in which the students will engage in the pursuit of information and literary preferences, it is suggested that the following be required reading in order that the class might have to some degree a common background: (See Bibliography)

1. La Raza, Samora
2. South by Southwest, Tebbel & Ruiz
3. Spanish: The introductory material on Mexico - Siglo Veinte, pp. 82-103
4. "La toma de un pueblo," Azuela, pp. 110-113
5. Section on Mexico - La América Latina de ayer y de hoy, pp. 249-259
6. Bilingual: poem: I am Joaquín, Gonzales
7. Newsweek article of June 29, 1970: "Tío taco is Dead"
8. Background reading on the U. S. -Mexican War from a variety of sources
9. Of the literature in Spanish mentioned in Aspect C each student should read at least one selection of his own choosing. In the case of El Laberinto de la Soledad the reading of certain chapters would be acceptable.

   Students should report on this material in some form: written, oral, planned group report to others by all who have read the same selection, etc.

H. Possible Topics for Panel Discussions and/or Debates: (In Spanish)

1. The quotations from Paz, Chavez, Venture magazine, etc. pages 245-248 of this unit

III. Organization and Activities - cont'd.

2. How does the majority culture view the Frito Bandito ads on television? How do the Mexican Americans view them? See Civil Rights Digest, winter 1971, pages 46-48. (Quarterly of U. S. Commission on Civil Rights; 1121 Vermont Ave., N. W., Washington, D. C. 20425)

3. Why should we have bilingual education for Chicano children? Shouldn't they learn English and be assimilated?

4. Is it possible to maintain ethnic identity and yet be a part of the mainstream in the U. S. ?

5. Is the U. S. - Mexican War now judged to have been an imperialistic war by most historians? Discuss from both Anglo and Chicano points of view.

6. Is it fair for migrant workers to refuse to pick the crops and let them spoil? Refute or support the position of Cesar Chavez.

7. Support or refute the arguments for the new militancy of Mexican Americans - debate the question of the New Mexico land grants (Tijerina's position) Do these lands belong to the U. S. or to the Hispanos?

8. Relations between U. S. and Mexico over the years

9. Discuss poem, I am Joaquín. What is Gonzales trying to say? Do you agree? Would most Anglos agree?

10. Pro and Con: "Melting pot," or cultural pluralism?

I. Possible Topics for Individual or Small Group Reports, Oral or Written (Some information may have to be obtained through letter writing, in Spanish.)

1. Write for one of the Chicano newspapers listed on pages 304, 305 and 306. Prepare a comparison between this newspaper and a Black newspaper as to format and content.

III. Organization and Activities - cont'd.

2. Investigate the lives and contributions of Cesar Chavez; Rodolfo Gonzales (why is he called the "Poet of the Boxing Ring"?); Luis Valdez, and "Teatro Campesino" in Delano, California (See Biographies page 309)

3. Investigate Mexican art, including the "big three," Orozco, Rivera, Siqueiros; relate Mexican art to Chicano art - write to Quinto Sol Publications, P. O. Box 9275, Berkley, Cal.

4. Study Aztec calendar - prepare explanatory report. (What does "Quinto Sol" represent?)

5. . Language project activities: Investigate Caló, a variety of Chicano Spanish

   . Prepare an illustrated Chicano dictionary, with both contemporary and historical terms

   . List names of places and things in the Southwest of Spanish and Indian origins, e.g., cowboy terms, etc.

6. Prepare a report on the traditional and changing religious life of Mexican Americans - See Bibliography: Mexican Americans of South Texas, Madsen; also Samora, La Raza, chapter ii

7. Investigate attitude toward Texas Rangers on the part of Mexican Americans, and reasons

8. Write a "position paper" on the U.S. -Mexican War

9. Prepare and present to the class short skits or "role plays" on:

   a. The Mexican Revolution

   b. The Grape Boycott (La Causa)

   c. A day in the life of a migrant worker

   d. Contrast between life of Mexican American middle class teenagers and Anglo teenagers

III. Organization and Activities - cont'd.

e. Chavez conducting a meeting of Chicano farm workers

f. Anglo family whose daughter is dating a Chicano youth

10. Give oral report (preferably group) on the educational problems facing Mexican Americans, school dropout rates, etc. Describe how bilingual education is carried on. Explain why in the past children were punished for speaking Spanish in school.

    Include La Crusada para la Justicia of Rodolfo Gonzales, in Denver

11. Investigate the local Chicano organization called National Education Council for Mexican Americans, Chairmen: Joe Uranga, Georgetown Law School; Patricia Barrera, Law School, George Washington University. Its activities and purposes.

12. Describe the cultural phenomenon of machismo (macho). How does it affect status of women among Chicanos?

13. It has been said that the signers of the Treaty of Guadalupe-Hidalgo forfeited an empire: They gave up 970,000 square miles to the U.S.; furthermore, gold had been discovered in California nine days before the signing of this treaty.

    Prepare to lead a discussion on the authenticity of these claims.

14. Formulate a reply to the following article from Today's Education, October 1970:

A Challenge

> Juan and Eduardo were in my math class the year before last. Whenever I looked at them, they reminded me of myself in the days when I was in high school. Like them, I had been a Mexican-American in a predominantly Anglo school. Spanish was the language spoken in my parents' home and in theirs. That home, like theirs, was tumbledown and on the wrong side of the tracks. At times, our similar backgrounds led me to feel a real kinship with them.

III. Organization and Activities - cont'd.

Perhaps that feeling is what made me so disgusted with them. In high school I had been sensible enough to realize that the school was providing me with the opportunity to make my life better than my parents' lives were. Juan and Eduardo were letting the opportunity slip by. They attended school only because they had to. Because they arrived late in the morning and loitered between classes, they were tardy almost every period, and seldom even tried to do an assignment.

I knew that both boys were intelligent and I believed that with regular attendance and some effort they could prepare for a skilled trade or even go on to college, so I waged a regular campaign to get them to change their ways. "Look, you chicanos," I'd say to them. "I made it and you can make it too. Just change your attitude. I found out long ago that you have to start thinking and acting Anglo instead of Mexican if you're going to make something of yourself." I didn't get any place, but I continued to hope and to nag. Day after day, when math homework wasn't forthcoming, I assigned them to detention.

One day in the early spring, the principal called me to the office and told me that he felt obliged to warn me that I was too hard on Juan and Eduardo. "They've come to me, complaining about your assigning them to detention almost every day," he said. "I'm afraid that if you continued to work on them, they'll quit school as soon as they're sixteen years old. Your intentions are the best, but I gather that all you do is discourage them. I also have the impression that you have belittled their Mexican background, and this really turns them off. They can't change their whole way of life and I don't believe you should expect them to. They've managed to scrape by from grade to grade so far, and that's probably what they'll continue to do if we can keep them from dropping out. At least, they'll end up as high school graduates if they stick around. My advice is to lay off."

III. Organization and Activities - cont'd.

Lay off I did - abruptly and completely. At the end of the year, I moved to a bigger school, so I don't know if the boys are continuing to scrape by or if they have left school. I still think that I was on the right track with them and that given a little more time, my efforts might have borne fruit. Am I wrong?

A teacher in the Southwest.

J. Interviews and Field Trips; Community Contacts

1. Invite Mexican Americans of various walks of life who may be in the community, to be interviewed by class, or by individuals in front of the class

2. Visit to Mexican Embassy

3. Have speaker from Mexican Embassy

4. Students may get in touch with Radio Station WFAN and Channel 14 for information on Mexican American organizations; also Cabinet Committee for Opportunities for the Spanish Speaking: 1800 G St., N. W., Washington, D. C., Tel: 382-4288; and Office of Spanish Speaking American Affairs, H. E. W., tel: 962-7736

The following are companies funded by Mexican Americans in the Washington, D. C. area:

a. Development Associates, Inc.
918 16th Street, N. W.
Washington, D. C. 20036
Tel. 223-4885
President: Leveo Sanchez
Educational & Commercial Consultants

b. Interstate Research Associates
3210 Grace St., N. W.
Washington, D. C. 20009
Tel. 333-0510
President Raul Yzaguirre
Social Science Research Studies

III. Organization and Activities - cont'd.

K. Suggestions for a Culminating Activity

1. Assembly program for the school around theme of Spanish-speaking minorities in the U. S.

   If unit is done in fall, could have such a program around October 12, El Dia de la Raza; if done in spring could center around April 14, Pan American Day.

2. Special Edition - production of Spanish class newspaper or magazine, featuring bilingually written articles on aspects of the Chicano experience. Should be bilingually written so as to be accessible to entire student body of the school.

3. Production of one-act play - Dialogue of Cuco Rocha (El Grito, Summer, 1970 - page 37); or some students can write a play or series of skits for production

   Note: Some skits could be executed in Spanish, some in English. For those done in Spanish, there should be a printed synopsis in English, handed to spectators as they come in.

4. A fiesta-like evening for the school, could be planned with the school Spanish Club, and with the cooperation of the Home Economics Department. (In the same vein as some schools sponsor a "Faschingstanz," in the German department, at traditional Mardi Gras time.

5. If two teachers in separate schools are simultaneously working on this unit, a joint effort at a program would be highly commendable.

6. Video-taping a panel discussion, debate, or skit for playback for self-evaluation or for sharing with another school might be used as a culminating activity.

7. The matter of a culminating activity for a unit should be discussed with the class; they may have other suggestions.

EVALUATION

I. Evaluation should be in terms of the stated objectives of the unit: both student and teacher objectives; both cognitive and affective, that is, factual and attitudinal.

During the course of the unit there should be periodic sessions in which the teacher "pulls the threads together." At such times the teacher should also point out the salient facts to be remembered among the myriad details. There should also be a few short sessions in which students discuss their progress, problems they may be having; their suggestions. There should be a final expression of opinion from the students after completion of the unit, as to its organization, etc.

II. The following aspects might be used for the purpose of organizing for testing:

- history, incl. some Mexican history
- culture and social classes
- demographic characteristics
- education
- religion
- leadership - community participation
- politics
- migrant workers
- right to equal opportunity

III. The following concepts should be part of outcomes:

- "melting pot" versus cultural pluralism
- bilingual education for those whose mother tongue is not English
- relationship of socio-economic class to school and life achievement

- Anglo cultures and Latin cultures must learn to grow together and to appreciate each other in the Western Hemisphere

- the welfare of the nation is directly affected by the human condition of all its individuals and groups, the majority, and minorities

For students of Spanish: In addition to the above, the following concepts:

- like the English language, the Spanish language is the center of a number of cultures; it exists in several varieties in the Western Hemisphere, standard and non-standard

- the rich heritage the Mexican American brings to the U. S. has its roots in the history and literature of Mexico

IV. Suggested Types of Unit Tests (in Spanish, for upper level Spanish students; in English for others) SEE ATTITUDINAL SURVEY FOLLOWING THIS SECTION

NOTE: It is possible that not all students would take the entire test. Since in a unit of this type there will be an area of common learnings, and areas of specialized investigations by different groups or individuals, the test can contain sections addressed to specific groups only, in addition to the sections intended for all.

(Short, one or two-item quizzes can be interspersed throughout the study of the unit to help students to focus on details, and to provide feedback for the teacher.)

SAMPLE TEST

Knowledge Category* 15 points

Identify any 15 of the following items, using one sentence or maximum of two short sentences.

1. la Causa
2. I am Joaquín
3. Guadalupe-Hidalgo
4. Chicano
5. Rodolfo Gonzales
6. barrio
7. Tío Taco
8. la huelga
9. Zapata
10. Orozco
11. Octavio Paz
12. la Raza
13. Caló
14. Aztec
15. la Malinche
16. Pachuco
17. machismo

*Categories based on Bloom's Taxonomy of Educational Objectives, Cognitive Domain. New York: David McKay Company, 1956

18. mestizo

19. "con safos"

20. Cesar Chavez

——— Comprehension Category 13 points
(Comprehension according to Bloom's Taxonomy)

Complete the following sentences.

21. In addition to job opportunities the Mexican American is seeking equal justice in . . . (add three items)

22. The Chicanos wish to identify with Mexico as their inspiration, especially with the _____ Indians.

23. As a result of the U.S. -Mexican War Mexico lost all or part of what is now . . . (name seven states)

24. The large migration of Mexicans into the U.S. in 1910 was the result of . . .

25. The Chicano equivalent of "Right on!" is . . .

——— Application Category 15 points
(According to Bloom's Taxonomy)

26. Trace, briefly, the ethnic origins of the Mexican American.
(5 points)

27. What is an ethnic group? Elaborate on this term within the context of Mexican Americans.
(5 points)

28. Describe the role of the churches (both Catholic and Protestant) in helping the Chicano.
(5 points)

——— Analysis Category 24 points
(According to Bloom's Taxonomy)

29. Discuss how Mexican Americans built the Southwest, including their contribution to architecture and to the vocabulary of American English.
(8 points)

30. Analyze the reasons for the long history of bad feelings between Mexican Americans and Anglos.
(8 points)

31. Analyze the causes and results of the U.S. - Mexican War from both the Anglo and Chicano points of view.
(8 points)

——— Synthesis Category 33 points
(According to Bloom's Taxonomy)

32. Discuss the roles of Juarez, "Pancho" Villa, and Zapata in Mexican history; then show why these men have become the heroes of the Chicano struggle.
(10 points)

33. Discuss the pro's and con's of the "melting pot" idea in this country versus the idea of cultural pluralism. Confront the questions: Is it possible for a minority group to retain its cultural identity, yet operate in the American mainstream? and Should the majority help them to retain their identity? (10 points)

34. Discuss Azuela's novel, Los de Abajo (The Underdogs): Octavio Paz, El Laberinto de la Soledad (The Labyrinth of Solitude); in the case of the first show how this novel of the Mexican Revolution motivates the Chicano activist; in the case of the second, show why Mexican Americans identify with its in-depth perceptions of the Mexican character.
(13 points)

ATTITUDINAL SURVEY

V. It is suggested that the teacher administer this questionnaire before the class launches into the unit; followed by a second administration after completion of the unit. One approach might be that the teacher returns each individual his own copy and asks him to make any changes in his responses as a result of his participation in the unit.

Student's Name _____

STUDENT SURVEY ON MEXICAN AMERICANS

Please reply frankly. You will not be graded on this material. Its purpose is for us to find out where we stand in relation to our understanding of this particular minority group.

1. Do you know any Mexican Americans? Yes _____ No _____
   If yes, tell under what circumstances you met, and to what extent you socialize with them. Do you speak Spanish with them?

2. Where do you think most of them live?

3. When you hear about their activities in the news, do you know what it's all about?

4. Do you care?
   Comment if you wish.

5. Do you understand why there were bumper stickers about boycotting grapes?

6. Have you ever heard of Cesar Chavez?

7. Mexican American (or Chicano) children are sometimes labeled retarded and placed in classes for the mentally retarded because they don't understand English. Their parents say they should be taught subject matter in Spanish, and English as a foreign language at the same time, in other words, have a bilingual education program. This would cost more. Do you agree with this idea? Tell why.

8. Check the argument below that you agree with and state your reasons.

   a. All foreign people that have come to the U.S. have been willing to give up their language and culture and be absorbed into the total American culture. This is known as the "melting pot." Mexican Americans should do likewise.

      Agree _____ Disagree _____

      Why:

   b. This country is made up of many different cultures. We should encourage people to preserve their cultural identity while at the same time accepting the overall framework of American democracy. This is known as "cultural pluralism."

      Agree _____ Disagree _____

      Why:

9. Do you agree with Mexican Americans that TV ads like Frito Bandito are offensive to them and misrepresent them as quaint, laughable "dum-dum's"?

   Agree _____ Disagree _____

   Why:

10. Mexico is not as civilized a country as the U.S.

    Agree _____ Disagree _____

    Why:

11. Do you believe that the U. S. was "right" in the U. S. - Mexican War-1846? What does the Alamo mean to you?

12. Would you invite a Mexican American into your home if you knew him well?

13. Would you like to help a Mexican American student learn English?

SUPPLEMENTARY INFORMATION

CHICANO GLOSSARY
(Dialectology)

Upper level Spanish students might prepare an illustrated Chicano dictionary as an individual or group project.

It should be of interest to language students to discover that some Chicano words are not standard Spanish; also that some Chicano words, though standard in form, do not have the same meaning as in standard Spanish.

The list below can be reference list for the class and also form the beginnings of a student-made glossary. Students and teachers can add to it as they encounter new terms from the sources they employ in this unit.

abuelos, n. pl., grandparents.

ándale, v., come on; hurry up.

Aztlán, p. n., mythical land of origin of the Aztecs.

banqueta, n. f., sidewalk.

barrio, n. m., Mexican American community or neighborhood.

batos, n. pl. caló, guys, dudes; derives from the word batido, a dirty, sloppy person.

biklas, n. pl. caló, bicycles, bikes.

bofos, n. pl. caló, apathetic, lazy ones.

Caló, n. m. caló, argot of the Chicano.

camarada, n. f., comrade; buddy, pal, one of the boys.

carnal, n. m. caló, from carne, meaning flesh; brother; blood brother.

carnalito, n., diminutive of carnal.

carrucha, n. f. caló, derives from car, meaning car.

(la) corre, nf. f. caló, contraction of correctional institution.

chale, adv. caló, no, negative, nix.

chante, n. caló, house, dwelling, pad

charro, Mexican Cowboy

chifló, he whistled

chisme, n. f., tattle, gossip, rumor.

déjalo, v., leave him alone; let him; allow him.

duck-tail, n., hair style used by Pachucos which resembled a duck tail.

encanicados, adj. caló, for a state of being in love; moonstruck.

escuadra, n. f., a carpenter's square; caló, a "square" person.

ese, n. caló, form of address used mostly by cholos; literally, that one or you.

estufas, v., derives from estuvo, meaning that's it, enough or it's over.

frajos, n. m. pl. caló, cigarettes, smokes.

gabachos, n. m., Anglo people

ganga, n. f. caló, derives from gang, meaning a number of persons acting or operating together.

garroteros, n. m. pl. caló, literally, club wielders; derives from garrote or club carried by brakemen working for the railroad.

greña, n. f., matted hair, mop of hair.

gringo, n. caló, white man; a corruption of griego or Greek, a nick-name applied to foreigners. To talk in gringo is to talk gibberish; much as Americans would say, "It's all Greek to me." It should be noted that the term, as used by Mexicans, is less insulting in its implications than "greaser." See also page 263.

híjola, exc. caló, currently used as an exclamation as in wow! or gee!

hynas, n. f. pl. caló, girls, chicks, dames.

jale, n. m. caló, job, gig; derives from jalar meaning to pull.

jamáicas, n. f. pl., a festival, usually a church bazaar.

jambar, v. caló, to steal or rob.

jamboneamos, v. caló, we steal.

jefitas, n. pl. caló, mother; derives from jefe meaning head or leader.

jugetes, n. m. pl., toys; also spelled juguetes.

lambión, n. caló, bootlicker.

loco, n., crazy or insane; also slang for hip, far-out, pachuco or cholo.

mandado, n. m., an errand; also refers to things obtained while on an errand like a shopping bag full of groceries.

matón, n., literally means killer; in slang usage it means a guy who looks or is bad and tough.

mestizo, n. m., of mixed blood, Indian and Spanish.

mijito, n., diminutive of mijo contraction of mi hijo meaning my son.

órale, v. caló, derives from ahora meaning today or right now, and le from le digo meaning I'll tell you; in contemporary caló it means by cool, what's up, or knock it off.

pachuco, n., a gang oriented youth; cholo; generically, the Chicano zoot suiter of the early 1940's.

pa', prep., contraction of para meaning in order to.

palanca, m. g., lever: "to pull la palanca" means to vote.

patines, n. m., roller skates.

payaso, n. m., c'own.

pendejo, m., dumb one, dummy, dum-dum.

pichones, n. m. pl., pigeons

pinta, n. f. caló, federal penitentiary or prison.

placa, n. f., police

porche, n. m. caló, derives from porch meaning a covered structure forming an entrance to a building, outside and with a separate roof, or as a recess in the interior as a kind of vestibule; a veranda.

ranfla, n. f. caló, a customized carrucha with a design unique to the life style of the bato loco.

rifan, v. caló, to control because of being the toughest and the best.

rifar, v. caló, to control.

rokas, n. f. pl. caló, derives from rocks meaning any large mass of stone or stony matter; a boulder; also a stone small enough to throw; stony fragments.

ropero, n. m., clothes closet.

safo, "con safos", used by Chicano youth to mean "Right on!" origin not known.

sapo, n. m. caló, a "serendipitous" event.

'stilo, n. m., contraction of style, estilo, fashion.

subterráneo, n. m., cellar, underground (below ground).

sudor, n. m., sweat, perspiration; toil.

trakes, n. m. pl., tracks, railroad tracks.

trenes, n. m. pl., railroad train.

trucha, v., be cool; look out! watch it!

vecindad, n. f. vicinity, neighborhood, neighborliness; casa de tenement.

wachen, v. caló, watch, dig, look; derives from watch.

yarda, n. f., yard, enclosure, land adjacent to a house.

yesca, n. f., tinder; anything highly inflammable; incentive (to passion). Am. estar hecho una - to be in great anger.

n. m. is noun masculine. n. f. is noun feminine.

GLOSSARY OF EXPRESSIONS

Aliviánese chavalo bavoso, cool it, punk.

Al rekle, later, in a while.

A la vuelta, next time around

A lo Chicano, feeling or soul organic to the Chicano experience.

A puros chingasos, beating with one's fists.

Ay te wacho, I'll be seeing you.

Bato chingón, tough guy; bad dude or groovy cat.

Bórrense de volada, get away as fast as you can; bug out.

Buscar pedo, make trouble, look for a fight; beef.

Cálmese batito, cool it little guy.

cálmese un ratito, wait a while; take it easy.

Cierren los osicos, shut your mouths.

Cirol compá, sure buddy; okay pal.

chavalo mocoso, snotty punk.

De volada, hurry; quickly.

Está bien loco, he's real crazy, out-of-sight, nuts.

Está buti suave, it's groovy, far-out, tops.

(Estaba) maderiando, he was "putting on."

Frijolitos de la hoya, beans boiled in a pot until soupy.

Give you a quebrada, give you a break or a chance.

Ha toda madre, as good as mama, great, far-out.

¿Honde va? where are you going?

La jara, the police, the fuz.

Les va llegar su tiempo, your time will come.

Me caí ha toda madre, I dig it, I enjoy it the best.

Me dio chansa, he gave me a chance, a break.

Me los hecho a todos juntos, I'll take on all of you.

Muy alivianado, feeling cool, good.

No relajen, don't fink, squeal or cop out.

No se aguite, don't get bugged, angry.

No se escamen, don't get scared.

No mas andava cabuliando, I was just putting you on.

Que gacho, exclamation, that's a low-down thing to do.

Qué te cargas, who do you think you are.

Reté bonito, very pretty.

Sea por Diós, by the grace of God.

(Si) los tuercen, if you get busted, arrested

Tan de volada, in such a hurry.

Te aventaste, you were great, you really came through.

Tienes que ser trucha, you have to be hip, you gotta know what's happening!

Todo abajo de ala, secretly, without letting on.

Tortillas de harina, flour tortillas.

Una movida a toda makina, an excellent move. (sic)

Chronological Listing of Significant Events in Mexican History - Basic Conflicts Engendered

Source: Teacher's Manual, South by Southwest, Tebbel & Ruiz, See Bibliography

CHRONOLOGY		BASIC CONFLICTS
1519	Cortés begins conquest of Mexico.	Subjugation of Indian majority.
1776 1789	American Declaration of Independence and French Revolution begins. Juarez born in 1806.	Struggle to repress revolutionary doctrines in Spanish colonies.
1808	Napoleon invades Spain. Places his brother on throne.	Mexico forced to maintain itself without Spanish control.
1810	Father Hidalgo proclaims independence of Mexico.	Independence fight begins against Spain, the gachupines and creoles.
1810 1815	War for Independence.	Property classes, the army and Church against movement.
1820	Proclamation of liberal constitution in Spain	Conservative opposition in Spain leads to Mexican Independence.
1821 1855	Age of the "caudillo" and loss of territory to the United States.	Centralism vs. Federalism - United States vs. Mexico.
1855 1864	"La Reforma" begins. The rise of Benito Juarez.	Liberals vs. Conservatives.
1864 1867	Mexican victory at Puebla- "Cinco de Mayo." Maximilian era.	Struggle against foreign control.
1867 1872	"La Reforma" continues after defeat of Maximilian.	Exhaustion of Mexico. Reforms of Juarez.
1872	July 18, 1872 - Death of Juarez.	Struggle for power continues.
1876 1910	Mexico dominated by the power of Porfirio Diaz. American investment in Mexico.	Rise of powerful clique around the President who wanted to subjugate the masses.

1910	Beginning of political and social revolution that toppled Diaz.	Rise of the masses against the system of the last century.
1910 1917	Revolutionary period ended with the passage of 1917 Constitution.	Struggle for power and leadership of the revolutionary movement.
1935 1940	Presidency of Lazaro Cardenas who championed land reform and expropriated foreign oil holdings.	Continuation of aims of revolution: land reform and social progress opposed by entrenched interests.
1942	On May 30, 1942, Mexico declared war on the Axis. Mexico aided the United States war effort.	Beginning of the resolution of Mexican and American differences since 1910.
1946 1948	Era of good feeling between the United States and Mexico. Many economical and educational advances made by Mexico.	Continued attempts to bring Mexico and United States together initiated by the Presidents of both countries.

A Chronological Outline of Mexican History

I. Mexico Before 1500

A. The Mayan Empire

1. Origin - Theories

a. Asiatic migration
b. Malay-Polynesian
c. Japanese-Chinese

2. Culture

B. The Toltecs

1. Origin
2. Culture

C. The Chichimecs

1. Origin
2. Culture

D. The Aztecs

1. Origin

a. Theory
b. Legend

2. Culture

a. Language
b. Government
c. Social organization
d. Agriculture
e. Architecture
f. Religion
g. Military organization
h. Legends

II. The Spaniards

A. Origin

1. North African
2. Phoenician
3. Carthagenian
4. Greek
5. Celt
6. Roman
7. Visigoth
8. Moslem

B. Discovery of New World

1. Caribbean
2. Southeastern United States

C. Conquest of Mexico (1519)

1. Cortés
2. The army of Cortés
3. Tenochitlan (Mexico City)
4. The other peoples of Mexico
5. The new people - el mestizo
6. Spanish Colonial Institutions

a. Political
b. Economic
c. Religious
d. Social

D. Territorial Expansion and Exploration

1. Cabeza de Vaca
2. De Soto
3. Coronado
4. Viscaino
5. Cabrillo
6. Ulloa
7. Piñeda
8. Oñate
9. Espejo

E. Contributions of the Indians to European Culture

1. Food
2. Mineral
3. Medicine
4. Animal
5. Architecture

III. Colonial Mexico (1560-1822)

A. Political organization
B. Religious organization
C. Economic organization
D. Social organization
(To be studied in terms of their lasting influence on the Mexican people)

IV. Settlement of the Southwest

A. Santa Fe (1598-1609)

B. Missionary expansion

1. Father Kino
2. Father Serra
3. Others

C. Commercial and agricultural development of New Mexico and California

V. The Revolutions of Hidalgo and Morelos (1810-1815)

A. Causes
B. Results

VI. Independence (1822)

A. Iturbide (1822-1823)

1. The Empire
2. The weaknesses in government
3. The power of the Church
4. The Indian

B. Santa Anna

1. Rise to power
2. Inconsistencies

VII. Era of Santa Anna (1823-1855)

A. Mexico - United States Relations Prior to 1848
B. Texas (The story of the Alamo should be studied from the Mexican point of view also)*
C. War with the United States

1. Texas - Taylor
2. California - Fremont
3. Invasion of Mexico - Scott - (The story of the United States-Mexican War should be studied from the Mexican point of view also)*

D. Guadalupe-Hidalgo Treaty, February 2, 1848

1. Guarantees to the new Americans
2. Territorial acquisition by the United States
3. Other acquisitions

a. Economy
b. New industries
c. Legal system
d. Language
e. System of transportation and communication
f. 300 years of experience

E. Gadsden Purchase

*See Bibliography in this unit: Ruiz: The Mexican War - Was It Manifest Destiny? Ask school librarian to purchase.

VIII. Era of Juarez

A. Biographical study
B. Ley Juarez
C. The War of Reform
D. Leyes de Reform
E. Invasion of Mexico by France - Napoleon III, 1862
F. The Empire of Maximilian, 1862-1867
G. Juarez - President, 1860-1872

1. The changes he wrought
2. The strength of tradition

IX. Era of Díaz

A. Biographical study
B. Díaz - President, 1876-1911

1. Contributions
2. Failures

C. Seeds for revolution

X. The Revolution (1910-1924)

A. The beginning
B. The struggle for control
C. The leaders

1. Madero
2. Huerta
3. Zapata
4. Villa
5. Carranza
6. Obregón
7. Calles

D. The effects of 14 years of upheaval

XI. Relations with the United States (1910-1922)

A. Attitude toward Medero
B. U.S. invasion of Mexico

C. American troops in Mexico
D. ABC Mediation
E. Pershing-Villa Campaign
F. Labor import
G. World War I
H. Communist activity in Mexico

XII. Calles (1924-1936)

A. Church vs Calles
B. Formation of PNR - (Partido Nacional Revolucionario)-party
C Era of disturbance and unrest
D. The Depression
E. Relations with the United States
F. Fall of Calles

XIII. Cardenas (1936-1940)

A. Introduction of a new attitude in government
B. The beginning of a new Mexico
C. Indianismo
D. Expropriation of foreign-owned oil properties
E. PRM (Partido Auténtico de la Revolución Mexicana) - party

XIV. Camacho (1940-1946)

A. World War II
B. Industrial changes
C. The rise of the social painter
D. Communism in Mexico

XV. Alemán (1946-1952)

A. Education
B. Mexico steps on the world scene
C. New relations with the United States
D. Graft

XVI. Cortines (1952-1958)

XVII. Mateos (1958-1964)

XVIII. Ordáz (1964-1970)

XIX. Echeverría (1970-)

MEMBERS OF THE CHICANO PRESS ASSOCIATION

(List of Newspapers of Chicano Barrios. Some of these are student newspapers.)

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P. O. Box 12217
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El Paisano
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Uvalde, Texas

La Verdad
P. O. Box 13156
San Diego, California 92113

La Voz Mexicana
P. O. Box 101
Wautoma, Wisconsin 54982

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1903 Bruni Street
Laredo, Texas 78040

New Mission Nueva
2204 Bryand Street
San Francisco, California

Noticero Hispano
1337 Van Buren
Gary, Indiana

Nuestra Lucha
100 NW. 5th Avenue
Delray Beach, Florida 33444

The Forumeer
990 Elm Street
San Jose, California 95110

The People's Voice
2019 Summit Street
Kansas City, Missouri 64108

The Valley of the Damned
2020 Santa Rita Avenue
Laredo, Texas

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Oakland Unified School District
1025 Second Avenue
Oakland, California 94606

Viva
P. O. Box 2181
Kansas City, Missouri

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   Washington, D. C. 20506
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2. California Migrant Ministry
   3330 West Adams Blvd.
   Los Angeles, Cal.

3. Educational Systems Corporation
   1211 Connecticut Ave., N. W.
   Suite 301
   Washington, D. C. 20036

4. Educational Talent Search
   U. S. Office of Education
   Rm. 4656
   Washington, D. C. 20202
   (Programs for minority group youngsters to help them enter higher education.)

5. La Causa Distribution Center
   1560 - 34th Street
   Oakland, California 94601

6. La Causa Publications
   P. O. Box 4818
   Santa Barbara, Cal. 93103
   (Orders of $20.00 or less must be accompanied by payment.)
   (Send for pamphlet)

7. Mexican Embassy
   2829 Sixteenth Street, N. W.
   Washington, D. C.
   (Materials pertaining to Mexican history and culture.)

8. National Education Association
   1201 Sixteenth Street, N. W.
   Washington, D. C. 20036
   (Center for Human Relations)

9. Office of Spanish-Speaking American Affairs
Office of Education
United States Department of Health, Education & Welfare
Washington, D. C.
Phone Numbers - 962-7736; 962-7748, 962-2515
(Informative reports and pamphlets.)

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Washington, D. C.
(Pamphlets & booklets on Mexico.)

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P. O. Box 9275
Berkeley, California 94719
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Austin, Texas

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1106 Vermont Ave., N. W.
Washington, D. C. 20005

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Briarcliff Manor, New York 10510
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Bureau of the Census
Washington, D. C.
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Rm. 4606
Washington, D. C. 20202
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(Julian Nava is professor of history at San Fernando Valley State College, Northridge, California.)

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Mexican American membership. To provide assistance to affiliated barrio organizations in economic development housing and education. Branch Office: Chicanos por la Raza
FREE LITERATURE AVAILABLE. 1300 South 10th Street
Phoenix, Arizona 85034

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(To be purchased for all Spanish IV/V teachers only.)
Prince George's County Library Number: 301.453

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(To be purchased for all Spanish IV/V classes.)

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Articles: "I Am Mexican American" - Joe Bernal, Page 32;
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94. United States Department of Health, Education & Welfare/Office of Education, Washington, D. C. (Bilingual Education Office) Focus on Bilingual Education, Fiscal 1969; and Manual for Applicants & Grantees, 1970. (AVAILABLE FREE)

95. University of the Pacific, Stockton, California. Elbert Cavell College; Spanish-speaking College. Inter-American careers in: Foreign Service, International Commerce; Bilingual Education.

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97. Vazquez, Richard. Chicano. Garden City, N. Y.: Doubleday, 1970. Prince George's County Library: Young Adult Section. A novel about a Mexican family settling in the U. S. and its fortunes through succeeding generations, culminating in the story of a younger girl caught between two worlds. (To be purchased for all Spanish IV/V classes.)

98. Venture, December/January 1967. Entire issue devoted to Mexico - "Mexico all ways".

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102. Young, B & J. The Undecided Heart (Good-bye Amigos). Englewood Cliffs, N. J.: Scholastic Book Services, 1969. (904 Sylvan Avenue - 07632) School project to help migrant workers brings Cathy romance, maturity and insight.

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ADDENDUM

Further Sources: An Addendum by Sylvia Bernstein
Formerly Thomas Pullen Junior High School,
participant in Workshop in Ethnic Studies,
summer 1971, University of Maryland,
course 499Y.

BIBLIOGRAPHY ON MEXICO

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   Excellent plates of select examples of Indian paintings. The narrative gives a good interpretation and understanding of the people and their art.

2. Brand, Donald D. Mexico: Land of Sunshine and Shadow. Princeton: D. Van Nostrand Company, Inc., 1966.
   A compact volume that gives an understanding about the many aspects of Mexico. The author has relied greatly on personal observations and contact for his information.

3. Gibson, Charles. Spain in America. New York: Harper Torchbooks, 1966.
   The author's approach gives the reader a real understanding of the Spaniard and his institutions in his colonial empire.

4. Barrett, W. E. "South to Mexico City," National Georgraphic, Aug. 1968, pp. 145-193.
   Article deals with a six weeks trip through northwestern Mexico to Mexico City. The contrast between the primitive way of life in remote villages and the modern aspects of the capital city is effectively described. Excellent photographs in color.

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   A good survey that is enhanced by selected readings written by recognized authorities.

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   This journalistic work gives a fine survey of the causes for the revolution, and is especially outstanding in reporting on the revolution itself.

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An anthropological study of rural life in Mexico.

9. McDowell, Bart. "Mexico in Motion." National Georgraphic, Oct. 1961, pp. 490-539.
Discusses the surge of progress in Mexico. Excellent photographs.

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Article describes Mexico's second largest city, covering such subjects as climate, history, agricultural and manufactured products, ways of life, arts and crafts, etc. Excellent pictures in color, particularly of people at work.

11. Parkes, Henry B. A History of Mexico. Boston: Houghton-Mifflin Company, 1966.
A useful textbook on the history of Mexico.

12. Simpson, Lesley B. Many Mexicos. Berkeley: University of California Press, 1966.
A comprehensive study of the history and culture of Mexico written in a style that reflects an understanding of the Mexicans.

13. Toor, Frances. Treasury of Mexican Folkways. New York: Crown Publishing Co., 1947.
Description of customs, religions, folk tales, dances, games, and working habits of that segment of Mexican population which still preserves the arts and traditions of pre-colonial Mexico. Many drawings and photographs.

AUDIOVISUAL MATERIALS

1. Music

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   b. Record - Folk Songs of Mexico. One 12" L. P. containing 18 popular folk songs with English-Spanish text. Distributed by Folkways/Scholastic.

2. Overhead Projectuals

   a. Outline map of Mexico - teacher-made.

   b. Aevac transparencies. Mexico. (6 transparencies, 22 overlays) The set explores Mexico from 6 vantage points of history, geography, anthropology, sociology, economics, and political science. Comes with teacher's guide. (Subject to preview) In: Discover Your World series - AVD 18, $35. Reference: p. 80, Social Studies School Service 1971 Catalog, 10,000 Culver Blvd., Culver City, Calif., 90230.

3. Pictures

   a. Display Photos - In the Americas. Holt, Rinehart, and Winston, Inc., N. Y. 4 pictures in set relate to Mexico. Color, 12 1/2"x 17", poster. Designed to accompany book on Latin America, En Las Americas, by La Grone, McHenry, O'Connor. (In all schools.)

   b. Photographs in 3 issues of National Georgraphic listed under "Bibliography on Mexico" (Books and Periodicals) Nos. 4, 9, 10. In color.

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— Books and Other Print Media —

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   Historical approach to the study of the Mexican American by a professor of Chicano Studies.

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   A simply written account of the history of the Chicano in the form of questions and answers.

3. Carter, Thomas P. Mexican Americans in School: A History of Educational Neglect. New York, College Entrance Examination Board, 1970. A
   A most comprehensive work on the role of education in the lives of Mexican Americans, according to Prof. George Sanchez of the University of Texas.

4. Clark, Margaret. Health in the Mexican-American Culture. Berkeley and Los Angeles: University of California Press, 1970.
   The treatment of health problems of Chicanos facilitated by knowledge of their culture. Author delves into such aspects as language, education, pattern of community life, religion, and family life.

5. Education of Mexican American Children. Booklet published by the Association of Mexican American Educators, Inc., 26728 Rolling Vista Drive, Lomita, California 90717.
   Reference found in the Report of the Ninth Annual NEA-CHR Conference (See item 19 below)

6. Ethnic Isolation of Mexican Americans in the Public Schools of the Southwest. Washington, D. C.: U. S. Commission on Civil Rights, April 1971.
   This is report no. 1 of a series to be published on the education of Mexican Americans.

7. Gager, Alice. "Aquí estoy - Here I am." American Education, January-February, 1971, pp. 18-22.
   The teaching of English to Mexican Americans and other Spanish-speaking working people and their families in their own neighborhood by bilingual members of the community.

8. Galarzo, Ernesto. Barrio Boy. Notre Dame, Indiana: University of Dame Press, 1971.

9. Goodman, Lillian. "Juan's Right to Read," American Education, July 1970, pp. 3-6.
A Reading/Learning Clinic in Whisman, Calif. gives children from Spanish-speaking families the extra assistance they need in English language skills. The author makes a plea for cultural pluralism.

10. Grebler, Leo et al. The Mexican American People: The Nation's Second Largest Minority. New York: Free Press, 1970.
An analysis by a number of authors who explore the socio-economic position of Mexican Americans. Grebler is a UCLA economist.

11. Hano, Arnold. "The Awakening of the Chicanos." Seventeen, March 1971, pp. 148-9 ff.
Discusses problem of identity for the Chicano who finds himself caught between two cultures. Also deals with Chicano values such as family solidarity, reverence of nature and the land, etc.

12. Heller, Celia S. "Chicano is Beautiful," Commonweal, Jan. 23, 1970, pp. 454-458.
Discusses the Chicano's values, his place in the Anglo-American culture.

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A collection of articles on educational problems of the Mexican American, including the difficulty of testing pupils accurately.

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A psychiatrist's study of the Mexican American folk concept of disease, health, and mental afflictions.

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A review of two books, one by Matthiessen about Cesar Chavez and the other by Nabakov about Tijerina. Both books are listed below.

16. Mattiessen, Peter. Sal Si Puedes: Cesar Chavez and the New American Revolution. New York: Random, 1969.
Cesar Chavez, the leader of the Mexican American migrant workers, and his non-violent efforts to bring about improvement in working and living conditons.

17. Nabakov, Peter. "La Raza, the Land and the Hippies." The Nation, April 20, 1970., pp. 464-468.
Deals with the Chicano and land-grants movements in New Mexico following the imprisonment of the leader, Tijerina.

18. Nabakov, Peter. Tijerina and the Courthouse Raid. Albuquerque: University of New Mexico Press, 1969.
A detailed treatment of the land grants movement in New Mexico and its leader.

19. National Education Association. Implementing Cultural Diversity in Instructional Programs. Washington, D. C.: The Association, March 1971.
Report of the Ninth Annual NEA-CHR (Center for Human Relations) Conference. Of particular interest is an article on "Cultural Diversity for Chicanos." Contents presented in English and Spanish.

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A short work which has a particularly good section on the future of the Chicano movement as it presses its claims for justice.

21. New Voices of the Southwest (Las Voces Nuevas del Sudoeste). Wash., D. C.: National Education Association, 1967.
Report of a symposium on "The Spanish-Speaking Child in the Schools of the Southwest," Tuscon, Arizona, Oct. 30-31. 1966.

22. Palacios, Arturo (ed.). Catorce Personas Lindas (Fourteen Beautiful People). Washington, D. C.: Educational Systems Corporation, 1970.
Gives profiles of fourteen prominent Mexican Americans including Cesar Chavez, Rodolfo Gonzales, Tijerina, Anthony Quinn (movie star), Lee Trevino (golfer). Text in English accompanied by full picture sketches in black and white.

23. _____. Mexican American Directory. Washington, D. C.: Educational Systems Corporation, 1969-1970.
Who's who in the Mexican American community.

24. Persons of Spanish Origin in the United States: November 1969. Washington, D. C.: Department of Commerce, Bureau of the Census, 1971.
Gives figures on Spanish-speaking population in the U. S. as a whole and in the group of five southwestern states where Mexican Americans predominate. The statistics focus on the social and economic characteristics of this population group. (Also available in Spanish.)

25. Rivera, Feliciano. Mexican American Sourcebook. Menlo Park, Calif.: Educational Consulting Associates, 1970.
A guideline for the study of the Mexican Americans in the United States. A chronological, historical approach. Book contains an excellent collection of drawings and photographs in black and white.

26. Robb, John D. Hispanic Folk Songs of New Mexico with Selected Songs Collected, Transcribed & Arranged for Voice and Piano. Albuquerque: University of New Mexico Press, 1954, 1962.

27. Romano, Octavio. "The Anthropology and Sociology of the Mexican Americans", El Grito, Fall 1968, pp. 12-26.
Article deals with the distortions of Mexican American history. This author also edited El Espejo - The Mirror, Berkeley, Calif., Quinto Sol Publications, 1969. Contains works of eleven Mexican American writers presented in Spanish and English.

28. Servín, Manuel P. (ed.) The Mexican-Americans: An Awakening Minority, Beverly Hills, Calif., Glencoe Press, 1970.

29. Steiner, Stan. "Chicano Power" The New Republic, June 20, 1970, pp. 16-18.
Discusses the increase in political sophistication of the Chicanos and the development of political organizations, e. g. MAPA) (Mexican American Political Association), MAYO (Mexican Youth Organization), La Raza Unida (Chicano Party).

30. "The Machismo Riot," Newsweek, Feb. 15, 1971, p. 34.
A report that lacks some objectivity on the fourth of a series of flare-ups in East Los Angeles' Mexican American "barrio".

31. The Spanish Speaking in the United States: A Guide to Materials. Washington, D. C.: Cabinet Committee on Opportunity for the Spanish Speaking. As yet unpublished.
By far the most extensive bibliography examined by the writer. Due to be published in 1971.

AUDIO-VISUAL MATERIALS ON MEXICAN AMERICANS

Tapes, Filmstrips and Films

1. Californians of Mexican Descent

   Tape recordings, prepared by Colin Edwards, EPFA Division of Documentaries, Berkeley, California, PACIFICA Tape Library.

   1. "How, When, and Why They Came"
   2. "The Culture They Brought"
   3. "Culture and the Question of Language"
   4. "Drama in the Mexican Community"
   5. "Their Taste and Talent in Music"
   6. "Their Dancers and Artists"
   7. "The Matter of Taste"
   8. "The Question of Faith"
   9. "Their Values and Psychology"

2. Chicano from the Southwest

   Britannica, ? min., color, (Reference found in Manual for Providing Library Services to Indians and Mexican Americans, Educ. Resources Information Center, New Mexico State University, Mar. 1971).

3. Canción De La Raza (Song of the People)

   ETV VILM SERIES, 65 episodes, 30 min. each. KCET, Los Angeles. In a typical mixture of Spanish and English, this serial format program shows the day-to-day problems which Mexican Americans encounter in their search for a better life--their struggles for better education and employment opportunities. The program shows the Chicano's efforts to escape the isolation imposed by the barriers of language, cultural conflicts and prejudice. For information on availability for purchase or rental contact ETV station KCET in Los Angeles.

4. Colorado Cares

   16mm., 20 min., color. Distributor: State Boards of Health or State Departments of Public Health.

   Although this film centers on agricultural migrants in Mesa County, Colorado, it demonstrates how a community organizes to handle a situation. Also emphasizes what can be accomplished through the cooperation of many organizations.

5. Decision at Delano

16mm., 26 min., color. Distributor: La Causa, 1560-37th Ave., Oakland, California, 94601, or University of California, Berkeley, California.

Records the drama and controversy of the historic Delano grape workers' strike, beginning in 1967. The argument between the growers and strikers is presented as a running dialogue.

6. Education and the Mexican American

16mm., 57 min., b & w. University of California Extension Media Center, Los Angeles, California, 90024.

This film can be quite effectively used in inservice and preservice training of teachers.

7. From Roots to Blossoms

Pan Indian Enterprises, P. O. Box 3428, Station A, Bakersfield, California, 93305.

The story presents the lives of three young men; one black, one white and the other Mexican American. The story fellows these three boys from birth to the first grade, indicating the basic similarities in the personality of each but contrasting their different environment and their vastly differing opportunities. The story's climax comes in the moment when each child enters school. The reception of each, or lack of reception, by the teacher clearly forecasts what each can expect of the school system and society at large in the years to follow.

8. Harvest of Shame

16 mm., 54 min., b & w. Distributor: McGraw-Hill, Text-Film Division, 330 West 42nd Street, New York, New York, 10036.

This film reveals the deplorable plight of millions of migratory workers who harvest America's crops. On-the-scene reports in Florida, Georgia, Virginia, New Jersey, New York, Michigan and California show the degradation and exploitation of these men, women, and children, who are moved from state to state in trucks, live in crowded, unsanitary huts, and work long hours for little pay. A CBS Reports Production. Narrated by Edward R. Murrow.

9. Home is a Long Road

16 mm., 20 min., b & w. Distributor: University of Wisconsin, Bureau of Audio-Visual Instruction, Madison, Wisconsin, 53715.

Mexican American agricultural migrant workers, whose homes are in Texas, are shown at work and play on Wisconsin farms. The film illustrates activities of state and local groups in helping migrants and their families.

10. Huelga (RECOMMENDED)

2 parts, 22 min. and 28 min., color. Distributor: McGraw-Hill, New York, New York.

The first year of the Delano Grape Strike--the struggles of a handful of Mexican American workers symbolize the yearning of all men for equality.

11. Hunger in America

1 hour, b & w. Distributor: Carousel Films, Inc., David Dash, 1501 Broadway, New York, New York, 10036.

Deals with Mexican Americans, chiefly in South Texas. Aired nationally in 1968.

12. I Am Joaquin

22 min., color. Distributor: Centro Campesino Cultural, P. O. Box 2302, Fresno, California, 93720.

A montage of still photos by George Ballis, set to the Chicano epic poem by Rodolfo "Corky" Gonzales. Narrated by Luis Valde, Director of the Teatro Campesino Corp. which produced it. Available from: Canyon Cinema Corp., Room 220, Industrial Center Bldg., Sausalito, California, 93967 for a fee of $40.00.

13. La Raza--History of Mexican Americans

Multi-Media Productions, Inc., 580 College Avenue, Palo Alto, California, 94306.

Developed in cooperation with the Southwest Council of La Raza, this teaching unit is available in English or Spanish and consists of 13, 2-part lessons plus a Teacher's Manual. For each lesson there are 2 filmstrips and one 33 1/3 LP record. La Raza presents the history, problems, and aspirations of Mexican Americans from the Chicano viewpoint.

14. La Raza, The Story of Mexican Americans

16 mm., 39 min., color. Distributor: Fred Ward Productions, Suite 320, 1120 Connecticut Ave., N. W., Washington, D. C. 20006.

In personal interviews Mexican Americans who have been successful in various fields indicate that, because of hard work and perseverance, Chicanos are at last beginning to find more educational and economic opportunities open to them.

15. Look At Me

16 mm., 30 min., b & w. Produced for the Office of Economic opportunity. Distributor: (Inquiries to) Public Affairs Office, Office of Economic Opportunity, 1200-19th Street, N. W., Washington, D. C., 20506.

Filmed in Santa Clara County, California. Illustrates specific problems and difficulties faced by teachers of culturally disadvantaged children--in this case, children of Mexican American migrant workers--and shows the success of certain innovations and experimentation in Head Start teaching.

16. Mexican Americans

From the "Minorities Have Made America Great" Series, Set 2, No. 303 B, 68 frames with record, color, 35 mm., Teacher's Guide. Warren Schloat Productions, Inc., Palmer Lane W., Pleasantville, New York, 10570.

Gives background history of Mexican Americans and tells about the struggle of the Mexican American grape pickers to improve their lot.

17. Mexican Americans: An Historic Profile

29 min., b & w. Distributor: Anti-Defamation League of B'nai B'rith, D. C. -Maryland Regional Office, 1640 Rhode Island Ave., N. W., Washington, D. C., 20036.

This film traces the history of the Mexican American from the time of the Conquistadors, with emphasis on the last 100 years. Maclovio Barreza of Southwest Council of La Raza discusses the development of grassroots movements which are attempting to break the pattern of Chicano poverty in the Southwest.

18. Mexican Americans: Quest for Equality

29 min., b & w. Distribution: Anti-Defamation League of B'nai B'rith, D. C-Maryland Regional Office, 1640 Rhode Island Ave., N. W., Washington, D. C., 20036.

Ernesto Galarza, noted author and educator, presents a moving account of the history of the Mexican American and his unceasing efforts to achieve full equality. Dr. Galarza's comments are interspersed with documentary footage that illustrates the realities of social crisis--and change--for over 6 million Mexican Americans. Other participants are Jose Lopez, representing the Santa Clara Valley Skill Center, Armando Valdez of La Causa, and Polly Baca from the Southwest Council of La Raza.

19. Mexican Americans--The Invisible Minority

16 mm., 38 min., b & w or color. Produced by Public Broadcast Laboratory of NET--The Public Television Network, Distributor: Field Services, Indiana University, Audio-Visual Center, Bloomington, Indiana, 47401.

Mexican Americans, the second largest and fastest growing ethnic minority in the U. S., are struggling to find their rightful place in the Anglo culture. Understanding their struggle requires an understanding of their aspirations which include retention of their cultural identity.

20. Operation Head Start

16 mm., 16 min., b & w. Produced for the Office of Economic Opportunity. Distributor: (Inquiries to) Public Affairs Office, Office of Economic Opportunity, 1200-19th Street, N. W., Washington, D. C., 20506.

A center in operation--a Mexican American community in California. A Head Start child--Reuben--is shown at home with his family and in the classroom of the Van Nuys, California center, where he takes in the new world Head Start has made possible. Narrated by Burt Lancaster. A Paul Burnford Film Production.

21. The Mexican American: A Question of Definition

Pan Indian Enterprises, P. O. Box 3428, Station A, Bakersfield, California, 93305.

In this film several notable Mexican American leaders present their opinions concerning the most appropriate term to identify the Mexican American as a group. Such experts include: Dr. Ralph Guzman, Martin Ortiz, Corky Gonzales, Dr. Julian Nava, Bert Corona, Cesar Chavez, and Martin Castillo.

22. The Unquestioned Voice

Pan Indian Enterprises, P. O. Box 3428, Station A, Bakersfield, California, 93305.

This story depicts the state of confusion experienced by a non-English speaking Mexican American child on his first day in the English speaking school system. The teacher grows increasingly impatient with the child's seeming stubborness in responding to orders. One can readily anticipate the lifelong negative effect such a hostile response to the child's cultural difference will have on his self-image. So that the viewer may more adequately share the sense of anxiety, which is felt by the child, the teacher is heard to speak only in German.

23. Pancho

16 mm., 24 min., color. Produced for OEO, Washington, D. C., 20506.

Shows Pancho, Head Start Child of the Year, changing from a listless child into a happy, energetic youngster. (Also available in Spanish).

MEXICAN AMERICAN RESOURCE PERSONS

The size of the Mexican American community in the Washington are is quite small (most of the Spanish-speaking population is Cuban and South American), but there is a growing number of people of Mexican origin in government agencies, private firms, etc., upon whom schools can call as speakers and resource persons. The following is a list of perons who have generously offered to be of assistance to teachers and students:

Mr. Gilbert Chavez, Director
Office for Spanish Speaking American Affairs
U.S. Office of Education
Department of Health, Education, and Welfare
400 Maryland Avenue, S.W.
Washington, D.C. 20202
962-2515

Dr. Solomon H. Flores, Assistant Professor
College of Education
University of Maryland
College Park, Maryland 20742
454-2021

Mr. William Hernandez, Program Specialist
Montal Education Associates
1700 K Street, N.W.
Washington, D.C. 20006
466-8466

Mr. Arturo Palacios, Associate Director Education & Youth Division
Cabinet Committee on Opportunity for the Spanish Speaking
1800 G Street, N.W.
Washington, D.C. 20506
382-5213

Miss Cecilia Preciado, Social Science Analyst
Mexican American Studies Division
U.S. Commission on Civil Rights
1121 Vermont Ave., N.W.
Washington, D.C. 20425
254-6676

Mr. Leveo Sanchez, Pres.
Development Assoc., Inc.
918 - 16th Street, N.W.
Washington, D.C. 20006
223-4885

Mr. Alfred J. Solano, Special Assistant
Office of Youth & Student Affairs
Dept. of Health, Education & Welfare
330 Independence Ave., S.W.
Washington, D.C. 20201
962-1725

Mr. Alex Zermeno, Assistant Director - 657-2141
Southwest Council of La Raza
1106 Vermont Ave., N.W.
Washington, D.C. 20005

Mr. Raul Yzaguirre, Executive Director
Interstate Research Associates
3210 Grace Street, N.W.
Washington, D.C. 20007
333-0510